

UC 12117 12F

CBM003 ADD/CHANGE FORM

APPROVED MAR 27 2013

Undergraduate Council
 New Course Course Change
 Core Category: Lang/Phil/Culture Effective Fall 2014
WID

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: POLS College: CLASS

2. Faculty Contact Person: JW Jackson Telephone: 3-3919 Email: jjackson5@uh.edu

3. Course Information on New/Revised course:

• Instructional Area / Course Number / Long Course Title:
POLS / 3342 / Liberalism and its Critics

• Instructional Area / Course Number / Short Course Title (30 characters max.):
POLS / 3342 / LIBERALISM AND ITS CRITICS

• SCH: 3.00 Level: JR CIP Code: 45.1001.0001 Lect Hrs: 3 Lab Hrs: 0

RECEIVED OCT 12 2012

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No
If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:
____ / ____ / _____

• Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): BA/BS

• Does this course affect major/minor requirements in the College/Department? Yes No

• Does this course affect major/minor requirements in other Colleges/Departments? Yes No

• Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C, ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
POLS / 3342 / Liberalism and its Critics

• Course ID: 39668 Effective Date (currently active row): 20008

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 3. (3-0). Prerequisites: POLS 1336 and 1337 or equivalent, or consent of instructor. Description (30 words max.): Contemporary arguments for and against liberalism beginning with the 16th century and ending with 19th century formulations.

10. Dean's Signature: _____

Date: 10/8/12

Print/Type Name: Dr. Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Political Science

Person Making Request: Jeffrey Church

Telephone: 33034

Email: jchurch@utk.edu

Dean's Signature: _____

Date: 9/2/12

Course Number and Title: POIS 3342 Liberalism and Its Critics

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will carefully analyze a political text so as to understand its argument, identify its major premises and conclusions, and comprehend its conditions and qualifications. The student should be able to evaluate critically this argument and assess its substantive claims and rhetorical context and strategy.
2. Students will learn to write well—at a minimum, to write grammatically and clearly. At an advanced level, the student should be able to articulate precisely and with some sophistication a political question, problem, issue, or debate and to analyze and evaluate it in a systematic way.
3. Students will discuss and debate intelligently fundamental political questions and ideas: to understand their historical roots and evolution, as well as their contemporary significance. To comprehend and assess the ethical dimensions of civic life, our roles as citizens, and alternative political views and principles.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option *WIP*

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking

Teamwork

X Communication Skills

X Social Responsibility

Empirical & Quantitative Skills

X Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will write a paper based on seminal texts in political philosophy and the history of liberalism. They are required to analyze and discuss the arguments of the texts, critically assess those arguments, and understand their rhetorical context and strategy.

Sample Assignment:

Choose one of the following topics below. Your essay should be 4-5 pages in length, double-spaced, 12pt Times New Roman font, with standard margins.

1. Nietzsche argues that liberalism contributes to a modern spirit of “relativism” (ie. that all cultures are equal) by cultivating tolerance of all people and all ways of life. Elaborate on Nietzsche’s argument here and indicate why, for Nietzsche, this is a problem. In the second half of your paper, articulate a liberal response to Nietzsche’s charge.
2. Nietzsche argues that liberalism engenders and protects a “prudent egoism.” Elaborate on Nietzsche’s argument here and indicate why, for Nietzsche, this is a problem. In the second half of your paper, articulate a liberal response to Nietzsche’s charge.
3. Explicate Nietzsche’s criticism of liberalism by drawing on Nietzsche’s portrait of the “last man” from *Thus Spoke Zarathustra*. In the second half of your paper, articulate a liberal response to Nietzsche’s charge.
4. Nietzsche and Mill share a number of similarities, but also several important differences. Imagine a dialogue between the two philosophers on the question of “liberalism: good or bad?”
5. Is the “death of God” something a liberal should worry about?
6. Who would offer a better response to Nietzsche’s critique of liberalism, Locke or Mill?

Communication Skills:

Through the above assignment, students are required to articulate in both oral and written form complex moral and political arguments and to entertain sympathetically alternative answers to fundamental questions about liberalism, limited government, and the rule of law.

Empirical & Quantitative Skills:

[Click here to enter text](#)

Teamwork:

[Click here to enter text](#)

Social Responsibility:

Through the above essay, students will examine the historical and theoretical roots of major ideas of the liberal political tradition. They are expected to comprehend the relation of these ideas to political practice and civic life and to assess the claims of different moral and political views, both ancient and modern. Honors sections of this course also fulfill a requirement in the interdisciplinary Phronesis program in politics and ethics.

Personal Responsibility:

Through the above assignment, students come to understand better their own ethical and political frameworks, the role of different principles in their decision-making and choices, and the principled reasons for alternative views.

Will the syllabus vary across multiple section of the course? Yes No

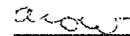
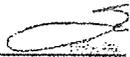
If yes, list the assignments that will be constant across sections:

Every section will require a paper of interpretive and analytical character. As a Writing in the Disciplines course, every section will require assignments totaling at least 3000 words (including papers and exams).

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____



Liberalism and Its Critics

POLS 334211, #33733

Fall 2009

M.D. Anderson Library 212D

TuTh 2:30-4pm

Jeffrey Church
447D Phillip G. Hoffman Hall
Office Hours: M 2-4:30pm, or by appointment

jechurch@uh.edu
(713)743-3914

Course Synopsis

The fundamental tenets of liberalism—individual rights, equality under the law, the value of toleration—are so familiar to our political experience that we rarely give them a second thought. However, many past thinkers have leveled radical criticisms against liberal principles and institutions, and these criticisms continue to arouse political discontent in many parts of the world today. In this course, we will address these criticisms by first examining the origin and basis of liberalism in its classic articulations (Locke and Mill). Second, we will turn to the criticisms of liberalism from the Left (Rousseau and Marx) and the Right (Burke and Nietzsche) to investigate what the source of these criticisms are, what merit they may have, and finally what implications these criticisms have for contemporary liberal politics.

Required Texts

John Locke, *Second Treatise on Government and Letter Concerning Toleration* (Dover)
Jean-Jacques Rousseau, *Basic Political Writings* (Hackett)
Karl Marx, *Selected Writings* (Hackett)
John Stuart Mill, *On Liberty* (Hackett)
Friedrich Nietzsche, *On the Use and Disadvantage of History for Life* (Hackett)
The Portable Edmund Burke (ed. Kramnick)

Learning Objectives

1. Students will carefully analyze a political text so as to understand its argument, identify its major premises and conclusions, and comprehend its conditions and qualifications. The student should be able to evaluate critically this argument and assess its substantive claims and rhetorical context and strategy.
2. Students will learn to write well—at a minimum, to write grammatically and clearly. At an advanced level, the student should be able to articulate precisely and with some sophistication a political question, problem, issue, or debate and to analyze and evaluate it in a systematic way.
3. Students will discuss and debate intelligently fundamental political questions and ideas: to understand their historical roots and evolution, as well as their contemporary significance. To comprehend and assess the ethical dimensions of civic life, our roles as citizens, and alternative political views and principles.

Course Format

This course is primarily discussion based. I will lecture on some occasions to give necessary historical background, but every class will consist of a good deal of discussion. This means that you will have to read each text carefully and thoroughly. The reading assignments are all quite short, so my expectation is that you will read actively—that is, you should read and take note of what intrigues you about the text, what you find puzzling or frustrating or downright wrong. You should approach the text with the discussion questions I pose below and come to class prepared with a well thought-out answer.

Our discussion will generally have **three parts**: first, we will examine the argument the author is putting forth. For instance, we may ask, what are the assumptions the author brings to the table? What evidence does the author use to support his claims? Second, we will then assess the arguments. Is the author warranted in making this assumption? Is there a better way of looking at this problem than the author does? What kind of bias does the author possess and does this distort his thinking? Third, we will apply these arguments to contemporary problems and issues in our liberal democracy. What can Locke's view of natural rights teach us about whether G.W. Bush's wiretapping program was right or wrong? Is Marx's critique of capitalism still relevant today?

Assignments and Grading

Five 1 page explication papers (20% total) You are required to write at least five (5) one-page explication papers over the course of the term. This assignment is designed to prepare you for the next day's discussion, but it also will help you improve your writing. As such, these one page papers should either (a) articulate the argument underlying one of the interesting claims you come across in the reading, or (b) respond to one of the discussion questions I pose below. These explication papers are due by 12am, Monday or Wednesday, the evening before class the next day. I will not accept late response papers. Please email these papers to jchurch@uh.edu

Three 4-5 page papers (20% each) You must write three 4-5 page papers over the course of the term. Your first paper should be an "explication" paper, in which you explicate a central argument in one of the author's texts. The second paper should be a "criticism" paper, in which you articulate one of the criticisms of liberalism you come across in the reading. The final paper should consist of a "criticism and response" paper, in which you offer a criticism of liberalism we have come across, and then defend liberalism against these charges. You are required hand in your 4-5 page papers on three of the five "paper opportunity" dates listed below. Late papers are deducted one-third letter grade for every day they are late. You may opt to write additional papers, in which case I will take the highest three grades. Please email these papers to jchurch@uh.edu (Don't use language of explication, etc.)

Participation (20%) Attendance is essential for success in a participation-based class such as this one. Two unexcused absences are allowed, but each additional absence will lower your grade by one letter. Additionally, it is not enough just to show up. I expect regular, high-quality participation in classroom discussion. In order to participate intelligently, it is important to read actively, to interrogate the text and to come to class with questions, concerns, and criticisms. If I think that the class is not doing the reading thoroughly enough, I reserve the right to give periodic pop quizzes which will count for 10% of your grade.

Grading Scale

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C-	79-77
C	76-74
C-	73-70
D	69-60

Academic Honesty

This class strictly adheres to the university's policy on academic honesty. Please consult the following website for guidelines on the proper citation of sources and for avoiding plagiarism:

<http://www.class.uh.edu/wconline/plagiarism/>

Reading Assignments and Questions

Introduction

- 8/25 What is liberalism?
Introduction to liberal principles and institutions

Classical Liberalism—Locke and Natural Rights

Liberal Principles

- 8/27 Locke, *Second Treatise of Government* (ST), chapters 1-4, 6
What is Locke's "state of nature?" Does it matter whether or not it existed in history?

- 9/1 Locke, ST, 7-9
Why can't we live forever in the state of nature? Why is politics necessary?

Liberal Institutions

- 9/3 Locke, ST 10-14
The Federalist Papers, #51, 62-63 (cut), 70, 72,
<http://www.foundingfathers.info/federalistpapers/>
The U.S. Constitution (cut)
What assumptions do these authors make about human nature? How do liberal institutions ensure just and good government given that we human beings are prone to corruption?
- 9/8 Locke, ST 19
The Declaration of Independence
Are you convinced by the authors' arguments for the right to revolution?

Liberalism and Commercial Society

- 9/10 Locke, ST 5
Adam Smith, *Wealth of Nations*, Book 1, chapters 1-2,
<http://www.econlib.org/library/Smith/smWN.html>
Locke and Smith both argue that a powerful and wealthy "king" among Native Americans is worse off than a "day-laborer in England" (ST, p. 19). What is their argument? Do you agree?
- 9/15 Locke, "Letter Concerning Toleration," pp. 115-129, 142-151 (cut next time)
What, in short, is Locke's argument in support of tolerance? How can a liberal society promote an ideal of tolerance, do you think?

*****Paper Opportunity 1 due Monday 9/14 by 5pm*****

Left Critic #1—Rousseau and Republicanism

Critique of Commercial Society

- 9/17 Jean-Jacques Rousseau, *Discourse on the Sciences and the Arts* (1stD)
Why for Rousseau do the arts and sciences "stifle" in us "that original liberty" that we have in the state of nature (1stD, p. 3)?

Critique of Liberal Principles

- 9/22 Rousseau, Preface to the *Narrative*
Discourse on the Origin of Inequality (SD), preface and part one, pp. 37-44

- For Rousseau, “two principles” are the basis of “natural right” (SD, p. 35). How does Rousseau’s “natural right” differ from Locke’s natural rights?
- 9/24 Rousseau, SD, part one, pp. 44-60, footnotes 9, 12, 15
How does Rousseau’s account of the state of nature differ from Locke’s? Why does it matter?
- 9/29 Rousseau, SD, part two
Why is private property so terrible, according to Rousseau?
- The Republican Alternative to Liberalism*
- 10/1 Rousseau, *On the Social Contract*, book 1
Declaration of the Rights of Man, http://avalon.law.yale.edu/18th_century/rightsof.asp
How does the Social Contract free us from our chains?

*****Paper Opportunity 2 due on Monday 10/5 by 5pm*****

Right Critic #1—Burke and Tradition

The Critique of Liberal Principle

*Burke reading is online at the “Online Library of Liberty” through Liberty Fund,

http://oll.libertyfund.org/index.php?option=com_frontpage&Itemid=149

**Page numbering refers to the “ebook” version of the text

- 10/6 Edmund Burke, *A Vindication of Natural Society*, pp. 5-11, 15-18, 23-28, 32-34 (cut)
This is a work of “satire.” Explain the joke.
- 10/8 Burke, “Letter to Charles-Jean-Francois Depont”
“A Letter to a Member of the National Assembly,” pp. 46-54 (both from *Further Reflections on the French Revolution*)
Why, for Burke, is a politics based on liberal principle necessarily an immoderate politics?
- Conservative Alternative to Liberalism*
- 10/13 Burke, selections from *Reflections on the Revolution in France*, pp. 66-67, 75-76, 80-85, 92-94, 97-99, 107-110, 114-115, 116-121
What is the value of preserving tradition in politics and society, according to Burke?
- 10/15 Burke, “Speech to the Electors of Bristol” (from Vol. 4) (cut),
Speech on “Conciliation with the Colonies,” (from Vol. 1) pp. 221-228 (cut both)
What is the basis of Burke’s “trustee” model of political representation?

Left Critic #2—Marx and Communism

Critique of Liberal Principles

- 10/20 Karl Marx, “On the Jewish Question,” pp. 2-21
For Marx, Locke’s liberalism turns us into “egoistic individual[s]” and “abstract citizen[s]” (p. 20)—what is his argument?

Critique of Commercial Society

- 10/22 Marx, “The Communist Manifesto,” pp. 158-176
What does it mean when a Marxist says that Locke’s view is a “bourgeois ideology?”
- 10/27 Marx, selections from *Economic and Philosophic Manuscripts* and *The German Ideology* (pp. 58-68, 107-12, 122-25, 129-31) (German Ideology with Communist Manifesto, section on proletariat in CM with Alienation)
Why does liberal commercial society create “alienation”, for Marx? Have you ever felt “alienated” from your labor?
- 10/29 Marx, “Critique of the Gotha Program”

*****Paper Opportunity 3 due Monday 11/2 by 5pm*****

Reform Liberalism—Mill and Individuality

Liberal Principles Revisited: On Society

- 11/3 John Stuart Mill, *On Liberty* (OL), chapters 1-2
How is Mill defending the liberal tradition against its critics in these chapters?
- 11/5 Mill, OL, chapter 3
What is Mill's argument in support of individuality? How would he respond to Burke's defense of tradition?
- 11/10 Mill, OL, chapters 4-5 (select only portions)
Does Mill improve liberalism or harm it?
- Liberal Principles Revisited: On Commerce*
- 11/12 Franklin Delano Roosevelt, "Commonwealth Club Address,"
<http://www.americanrhetoric.com/speeches/fdrcommonwealth.htm>
What is Roosevelt's argument in support of "economic rights?" Is this a justified extension of Locke's principles?

*****Paper Opportunity 4 due Monday 11/16 by 5pm*****

Right Critic #2—Nietzsche and Culture

Critique of Liberal Culture

- 11/17 Friedrich Nietzsche, *The Gay Science* 125,
<http://www.geocities.com/thenietzschechannel/diefroh17d.htm>
Nietzsche, *Thus Spoke Zarathustra*, Prologue 3, 5; First Part speeches: "The Flies in the Marketplace," "The New Idol," <http://www.geocities.com/thenietzschechannel/zara.htm>
How is Nietzsche criticizing liberalism in his portrait of the "last men?"
- 11/19 Nietzsche, *On the Advantage and Disadvantage of History for Life* (ADII), preface, 1-3
What does Nietzsche mean by culture, and why is culture important?
- 11/24 Nietzsche, ADII, 4 (cut 6-8)
Why does the modern world undermine culture, and what are the consequences to having no culture?
- 11/26 Thanksgiving Break
- 12/1 Nietzsche, ADII, 9 (55-58 only), 10
Why do we liberals have no culture?
- Aristocratic Culture as an Alternative to Liberalism*
- 12/3 Nietzsche, *Beyond Good and Evil*, part 9, "What is Noble?" aphorisms 257-265, 269-270, 280, 284-287, <http://www.geocities.com/thenietzschechannel/bgept9.htm>
Is nobility possible in a liberal regime?

*****Paper Opportunity 5 due at the end of the final exam period*****